

Daily Lesson Plan

Instructor(s): 7 th Grade ELA Poetry: From “The Rime of the Ancient Mariner”	Date:
Lesson: Unit 4: Poetry: From “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge (1772-1834)	Unit 4: From “The Rime of the Ancient Mariner” (Exemplar)
Lesson Preparation: Goals for Today’s Lesson	
<p>Essential Question(s): What is the best way to communicate?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Background/Overview: <i>The Rime of the Ancient Mariner</i> of by Samuel Coleridge is a poem that has it all: great joy and sorrow, guilt and sin and redemption, and the supernatural. The strong bond with nature is broken when the mariner kills the albatross: <i>Late in 1797, the English poet Samuel Taylor Coleridge set out to write a poem that would deal with the supernatural yet reveal important truths about human life. The result was “The Rime of the Ancient Mariner” a dream-picture that contains some of the best-known lines and perhaps the most famous symbol in all of literature. This tale of evil and its results, a phantom ship, a crew of dead men, and an overhanging curse...</i></p> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments. • Students will be able to describe how a particular story’s or drama’s unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will be able to write arguments to support claims with clear reasons and relevant evidence. • Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	
<p>CCLS for lesson: Standards:</p> <p>RI.7.1; RI.7.2; RI.7.3; RI.7.4; RI.7.5; RI.7.6; RI.7.7; RI.7.8; RI.7.9; RI.7.10;</p> <p>RL.7.10; RL.7.3;</p> <p>W.7.1; W.7.1.b; W.7.2; W.7.4; W.7.5; W.7.8; W.7.9; W.7.9.b</p> <p>SL.7.1; SL.7.1.b; SL.7.2; SL.7.3; SL.7.4</p> <p>L.7.1-L.7.6</p>	
<p>Materials/Resources: Copy of “Rime of the Ancient Mariner” or World Anthology Book</p> <p>Other Resources: This link provides photos for certain parts of the “Ancient Mariner” http://www.literature-enrichment.com/summary/index.html</p>	
<p>Instructional Strategies (Differentiation of Teaching and/or activities):</p> <p>Whole Group-Tell students that in Unit 4 we will explore elements of poetry.</p> <p>This very long poem...or at least part of it is best read aloud in class.</p> <p>Teacher must stop and discuss the constant shifting speakers in Part the First...</p> <p>The poem demonstrates conclusively that fantasy and science fiction, so popular today, have been popular for hundreds of years</p>	

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As teacher reads poem with student's, discussions are held at each checkpoint. Students should use the Cornell Note-Taking format to organize ideas for understanding.

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Summary: 	
Students will know: (Content/Concepts) <ul style="list-style-type: none"> Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments. Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to write arguments to support claims with clear reasons and relevant evidence. Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	Students will do: (Skills) <p>Identify textual support and evaluate its meaning.</p> <p>Determine the author's purpose and explain if the purpose was indeed accomplished.</p> <p>Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.</p> <p>Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.</p> <p>Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <p>Use appropriate transitions to the coherence of written texts.</p> <p>Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.</p> <p>Cite textual evidence to support written responses and apply conventions of Standard English grammar.</p> <p>Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.</p>
Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)	
Vocabulary:	eftsoons, kirk, tyrannous, swound, albatross, shroud, vespers, aver, reel, rout, utter, unslaked, agape, tack, weal, hulk, twin, spectre-bark, stra-dogged, pang, attire, dank, sere, wont, discern, penance,
Do Now:	Think of a science fiction book or movie that you clearly remember and write down a brief summary of the events that took place in the book or movie.
Mini Lesson: <i>Steps for Building Background</i>	<p>Note Taking: Cornell Note-Taking Method</p> <p>Teacher introduces the poem "Rime of the Ancient Mariner" by Samuel Taylor Coleridge.</p> <p>Tell students that the majority of the poem will be read aloud and that the</p>

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running commentary to the left of the stanzas (called a gloss) provides support for understanding the poem.

Students Practice & Apply New Knowledge (60% of the Lesson)

Group Work and/or Independent Work:

Tier II: What are the crew's changing reactions to the mariner's deed?

Tier I: How can lines 37-38 be explained? Why does the crew hang the dead albatross around the mariner's neck? Of what is the albatross now a symbol?

Tier III: What does the sun's being directly overhead at noon (lines 28-29) indicate about the ship's location?

Discussion All groups:

Sketch Theater: Students can write reprised versions of parts of the Ancient Mariner...

Assessment Tasks and Related Standards

Poetry 7th grade

Performance Task-from *The Rime Of The Ancient Mariner* by Samuel Taylor Coleridge (1772-1834)

Task 1:Literature [RL.7.5; W.7.9.a]

Analyze a poem's Form and Structure

Write an essay in which you analyze the form and structure of the poem "The Rime Of The Ancient Mariner" by Samuel Taylor Coleridge. In your essay, begin by analyzing the following elements of "The Rime of the Ancient Mariner" rhyme, rhythm and meter, line length, stanza divisions, punctuation, capitalization, and spacing. Explain how these elements, both individually and together, contribute to and support the poem's meaning and effect. Cite evidence to prove your statements.

In your essay be sure to revise your work to correct any run-on sentences r sentence fragments. Place phrases and clauses within sentences to clarify the relationships between ideas. Finally, correct misplaced or dangling modifiers.

Task 2:

Literature [RL.7.4; SL.7.4]

Analyze the Impact of Sound Devices

Give an oral report/presentation of an essay in which you analyze the impact of sound devices in the poem "The Rime of the Ancient Mariner" In your essay analyze the impact of rhyme and other sound devices, such as repetition or alliteration, in the poem by Samuel Taylor Coleridge. Consider how the sound devices affect mood, meaning, and tone in the poem. Cite evidence to prove your statements.

In your essay and oral report/presentation organize your key points and support them

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Group Work and/or Independent Work:	<p>Tier II: What are the crew's changing reactions to the mariner's deed?</p> <p>Tier I: How can lines 37-38 be explained? Why does the crew hang the dead albatross around the mariner's neck? Of what is the albatross now a symbol?</p> <p>Tier III: What does the sun's being directly overhead at noon (lines 28-29) indicate about the ship's location?</p> <p>Discussion All groups:</p> <p>Sketch Theater: Students can write reprised versions of parts of the Ancient Mariner...</p> <p>Assessment Tasks and Related Standards</p> <p>Poetry 7th grade</p> <p>Performance Task-from <i>The Rime Of The Ancient Mariner</i> by Samuel Taylor Coleridge (1772-1834)</p> <p>Task 1:Literature [RL.7.5; W.7.9.a]</p> <p>Analyze a poem's Form and Structure</p> <div><p>Write an essay in which you analyze the form and structure of the poem "The Rime Of The Ancient Mariner" by Samuel Taylor Coleridge. In your essay, begin by analyzing the following elements of "The Rime of the Ancient Mariner" rhyme, rhythm and meter, line length, stanza divisions, punctuation, capitalization, and spacing. Explain how these elements, both individually and together, contribute to and support the poem's meaning and effect. Cite evidence to prove your statements.</p></div> <p>In your essay be sure to revise your work to correct any run-on sentences r sentence fragments. Place phrases and clauses within sentences to clarify the relationships between ideas. Finally, correct misplaced or dangling modifiers.</p>
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